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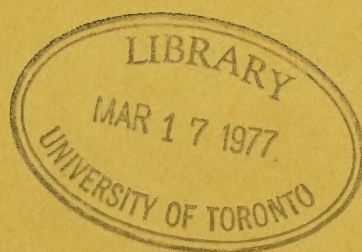


UNIVERSITY OF GUELPH NOVEMBER 1972

# Written Submission to the Committee on University Affairs

CONTAINING:

- (A) Report on Aims and Objectives
- (B) Supplementary Comments and Recommendations







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# Report

## Aims and Objectives of the University

Committee on

### (A) REPORT ON AIMS AND OBJECTIVES

University of London  
September 1972

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# Report

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## Aims and Objectives of the University

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Committee on  
Academic Priorities  
University of Guelph  
September 1972



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*This Report was approved by Senate at its meeting of September 19, 1972, and by the Board of Governors at its meeting of September 28, 1972.*



## PREFACE

The Senate on December 15, 1970, directed its Committee on Academic Priorities to prepare and submit to it for consideration a report on the aims and objectives and the optimum size of the University. The requested report is herewith submitted.

The Committee in two questionnaires requested from the Colleges and the Departments their view and plans for the future. After struggling with the mass of material received, the Committee concluded it would remain bogged down unless it had before it a document based on the accumulated written material and such other information as might be necessary and pertinent.

Professor John F. Melby was requested to prepare the document. The needed additional material was secured through an extensive series of personal interviews with Deans and Chairmen and innumerable other persons who might shed additional light on the activities and operations of the University.

At an early stage it was decided that this report would be limited to the general and overall aims and objectives. There would be only minimal consideration of specific items, nothing on implementation, and no consideration of such topics as the three-semester system which, after all, is only a tool. Even so, the original draft was a rather massive document which could have been seen as an attempt to write a history and critique of western education. In one agonizing step after another it was then pared down to retain only our own situation and such background and peripheral material as is needed for perspective.

The most stimulating part of the whole undertaking was the enthusiastic cooperation which, without a single exception, every person involved gave to the enterprise.

It is impossible to acknowledge all the individual contributions made to this report which, as here submitted, represents the consensus of the Committee. Lest anyone be disappointed over the absence in it of many

specific items, all should be reassured that every fact and every opinion received contributed some new insight without which this report would have been in some measure incomplete. There was a deliberate decision to avoid reference to the sticks and stones and trees lest the overall image of the forest be in some measure blurred or distorted.

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*"We have multiplied our instruments, and forgotten our purposes; and, what is still worse, we have made of ourselves instruments for the production of changes in Nature, and consented to regard our consciousness as a device for the better making and doing of things. We have forgotten that there is nothing valuable or worthy in the motion, however rapid, of masses, however great, nor in the accumulation of objects, however numerous and complicated, nor in the organization of societies, however great and powerful, unless the inward happiness of men is thereby increased or their misery diminished."*

*George Santayana*

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## THE CURRENT CHALLENGE

*The traditional role of the university was to train rulers, administrators, and members of professions. Its added twentieth century functions made it also a source of scientific discovery and technology; and gave it new responsibility for contemporary and future expanded education. In both areas, successes have been accompanied by serious problems and failures. The role of the University of Guelph in these new circumstances is what the rest of this report is all about.*

The university as an institution in the Western world has been in existence for some eight centuries. During that time it has undergone a number of vital changes in response to changing circumstances. Society is again in the throes of a relatively convulsive transformation, which is unprecedently rapid. Given the circumstances, it is not surprising that the university is struggling to make appropriate adjustments.

The university makes its contribution to society in four inseparable ways: by giving its students the best education that it can, and so helping to equip them for intelligent and sensitive citizenship and effective leadership; by providing a setting and atmosphere in which ideas of all sorts are freely and continuously scrutinized, discussed, evaluated; by pursuing knowledge both as good in itself and as a means to solving some of the problems of a changing world; and by making its resources of learning available to the community at large.

The moral obligation to serve in these ways should be obvious. The university, no less than any other institution, must apply its unique resources to the good of society at large. This is the challenge which society throws to the academic world.

At least two major changes have taken

place in the university in this century. To begin with, the university was transformed in part by the role it played in the scientific and technological revolution of the twentieth century. With its concentration of human resources the university was the natural center for much of this development and as a result had ready access to both the public purse and private sources of wealth. Understandably, science and technology came to play an increasing role in the life of the university itself.

For some time there has been a growing uneasiness as the evils which in many ways promote or accompany mushrooming technology have become increasingly apparent. At some point in the past, however, the public appears to have concluded, with good reason, that modern society had become too complex for easy understanding by the layman. At the same time some elements of the public, with less reason, were comfortably persuaded that the university also could and would solve all the problems of society. While recognizing that these problems are not, and cannot be, solely its responsibility, the university nevertheless has an obligation to assume greater responsibility for the research and scholarship carried out within its jurisdiction and for their consequences. More positively, universities must take leadership in the prediction and evaluation of social change and development, in anticipation of future problems.

The second major change in the university in this century, and perhaps the more crucial one, has been the enormous expansion of student enrolment since the end of World War II. This expansion resulted from the unprecedented growth of material affluence in Western society, the extraordinary post-war increase in population, the increasing belief in the importance of higher education, and the open-door policy of some governments. The university population in Ontario, for example, tripled in the 1960's. While universal accessibility was nowhere achieved, the university



clearly was no longer a place for a privileged few; it still must solve many of the problems of providing an education for the privileged many.

These problems are complicated by at least two considerations. One is the difficulty of financing a worthy education for such large numbers. A more important, though less concrete, problem is raised by the question, "For what are we educating the many?" At one time the professional and occupational roles a university graduate played were comparatively few and reasonably calculable. They are no longer so. Not only has the number of possible roles multiplied, but the nature and manner of individual roles themselves continually change.

The current challenge, then, is to respond to the new demands placed on universities by the changes we have described, while preserving the special qualities and functions that have characterized universities through the centuries. In any effort to cope with short-term exigencies there is always the danger of neglecting the longer range. It is well, therefore, to remind ourselves that traditionally the university has been distinguished by its attempt to understand man and his place in the world and in the universe. It would be the death knell of the search for truth to forget this in coping with immediate pressures.

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*"It is well to remind ourselves that the world is not made for man, however we divide it up and fight over it. We live on it; we use it; frequently we abuse it. However simplified and sterilized we attempt to make our environment, we cannot replace the forces, interactions, feedbacks, and cycles on which all of us ultimately are utterly dependent." Dr. Donald Heyneman, Professor of Parasitology, Hooper Foundation and Department of International Health, University of California, in a seminar at the University of Guelph, March 25, 1971.*

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## OUR RESPONSE TO THE CHALLENGE

*Recognizing that we have special competence in the life sciences, we propose to meet the challenge of today by offering a worthy liberal undergraduate education, by stressing our particular strengths in graduate studies and research, and by special attention to education throughout life and to our international responsibilities.*

The University of Guelph, being at the same time relatively old and yet very young, is in a special, if not unique, position among Canadian institutions from which to respond to the challenge facing universities. On the one hand, Guelph is an outgrowth of three institutions with superior reputations for their pioneer work in specific areas of knowledge: The Ontario Agricultural College, The Ontario Veterinary College, and Macdonald Institute. On the other hand, the University of Guelph formally came into existence as recently as 1964. Thus Guelph still possesses much of the flexibility required to control the direction of its programs, while yet utilizing areas of knowledge and expertise for which it is distinguished. This already is reflected in the revised programs of the three founding colleges.

Keeping these advantages clearly in mind, it is proposed that the University of Guelph:

*maintain a primary focus on a liberal undergraduate education of superior quality; in graduate studies, concentrate on areas in which it has special knowledge and expertise or can expect to make a unique contribution; in research, give particular attention to the problems man encounters and frequently himself creates in his continuing efforts to live in harmony with and as a part of nature; become more*

*actively engaged in meeting the growing need for education throughout life; and continue its dedication to using its particular strengths towards international cooperation and understanding.*

The ensuing chapters will elaborate on each of these points.

If the aims of a university, developed and agreed upon by its constituents, are to be achieved, a reasonable cohesion among its members is necessary. In part, that cohesion should be provided by one or more central themes of study and research embodied in those aims. Although difficult to label, there is at least one broad central concern implicit in the stated proposals, a concern which can be made explicit only by considering each in greater detail.

The concern in question derives, in part, from the historical roots of the University. In large measure the founding colleges were committed to the aims of advancing the well-being of man in the rural sector of society. For diverse and complex reasons, however, it is no longer possible sharply to distinguish the metropolitan, the rural and the natural environments when considering problems of well-being. Nevertheless, the knowledge and expertise developed initially in connection with the narrower concern can now be profitably put to use in grappling with more general problems, such as those of accelerating industrialization and urbanization, rapid population growth, widespread malnutrition, depletion of non-renewable resources, and a deteriorating environment.

The special role of a university in attacking these problems is partly that of a research institution; but it is principally that of an educational institution. The enlightened, understanding care of the environment, however broadly or narrowly that word is defined, is a matter of scientific and technological expertise — but of much more besides. It is

a matter of beliefs, attitudes, and sensitivities; of social and political perceptions, philosophical and religious outlooks, imaginative insights into human nature and human history. In short, it is a matter of liberal education.

This is not to propose that at Guelph a program of liberal education should (or could) at all points be directed or adjusted to environmental problems. It is, however, to say that a liberal education has a basic part in the civilized approach to those problems. That part must be understood if the University is to have the cohesion that it needs to realize its aims. At the same time, acceptance by the University of a central concern with the living environment ought to be an exciting and invigorating step.

In the last analysis cohesion within a complex center of learning, such as the University, can only be achieved through the mutual recognition of and respect for the worth of its individual components, whether those components be individual members of the University (faculty, students, or staff) or groups within it (colleges, departments and so on). Thus the University of Guelph can provide a satisfactory response to current challenges only if its own household is in order. This means there must be within the University a proper balance among its main components. In short, the University must consider with care its own composition and size, and we will do so in a later section.



## THE UNDERGRADUATE AND THE UNIVERSITY

*The University of Guelph devotes the major part of its teaching effort to the undergraduate program. In so doing it must offer a liberal education: that is, it must stimulate the development of understanding, judgment and the ability to converse profitably and critically in one or more fields of knowledge. Such an education has both academic and non-academic aspects. The student must be given an opportunity to select a balanced educational program that offers both breadth and depth, and the stimulation of teaching marked by scholarly competence and the excitement that comes from personal participation in the advancement of knowledge.*

The University of Guelph has placed major emphasis on the undergraduate experience and will continue to do so. There is every reason for giving priority in our teaching to our undergraduates and to planning programs that express our concern for them as individuals. Recognition must also be given to the fact that good teaching depends, in part, on the skill and excitement that the teacher derives from sensitive awareness of the value of continuing scholarship and good research.

Liberal education of previous times grew out of the felt needs of the society it served; inevitably, its specific content — the curriculum — changed as society changed, a process that must continue. Nevertheless, the goals remain constant, namely, to promote the growth of knowledge, understanding and judgment in the individual student, and so increase awareness, perception, and enlightenment in society at large. In our time the former specific objectives of preparation for leadership in society or admission to a privileged class are no longer valid, at least in the sense in which they were.

Yet if the spirit of democracy requires that every man be seen as a potential leader, the need of liberal education is greater than ever.

A liberal education must more than ever before be a means for inner self-fulfillment and the development of the intellectual qualities needed for responsible citizenship. This is an urgent need because of certain trends in undergraduate enrolment which seem likely to persist. For many students who participated in the large increase in enrolment of several years ago there were two lures. A university education was thought to be a guarantee of a good job, and automatic admission to a privileged class. Many students now see both assumptions to be untrue. The number of such jobs has changed little while the number of applicants has increased sharply; and there is nothing special about belonging to a group with a large membership. Many students entering the general program come seeking self-fulfillment, and many discover that for them a university is not the place to find it.

Given the ever expanding amount of knowledge available, no education can be considered truly liberal which does not include some exposure to and understanding of the major areas of learning and of their relationships to each other, though the dangers of superficiality must not be ignored. The undergraduate years are appropriate ones for this basic learning.

The first year at university is often a critical one. For many a student it is the point of transition from a sometimes protective family and school setting into one where he or she must begin to establish independent identity and purpose. Even for the student who comes from a less protected background, it is likely to involve transition from a familiar structure of learning to a largely different and unknown one. During this year, he begins to formulate some ideas of what this particular educational experience may offer him — or indeed whether it is for him at all. Sitting in a class of three hundred, if there is no regular accompanying faculty contact in small groups,

can be a discouraging experience for the freshman. It is of the utmost importance that the student feel he has a place as an individual in the University and that undergraduates are welcome as individuals. The good reputation of the University in this regard must be maintained, and sufficient resources must be devoted to it. Emphasis must therefore be given to designing an undergraduate curriculum that strongly encourages faculty-student interaction, particularly for freshmen, identifies areas of contemporary interest and concern, and offers both breadth and depth. High standards of teaching, learning and accomplishment should continue to be stressed in the University, with renewed emphasis on innovative curriculum and teaching methods.

For the purpose of discussing the functions of the University, it is useful to consider the process of learning as having an "academic" phase and a "non-academic" phase. The former may be described in terms of curriculum, classrooms, laboratories, teachers, time-tables, and the library, and also in "work-action" programs outside classroom or laboratory: that is, programs in which, for example, students participate in community projects. The "non-academic" phase may be described in terms of counselling, housing, medical attention, and student participation in a wide range of cultural, service, political, recreational and leisure activities.

Both phases of student life, the academic and non-academic, are important to the student. In each we are dealing with the same person and similar issues. Success in dealing with some issue of learning in one phase of the student's activity is often dependent on equivalent success in the other. It is vitally important, therefore, that the University develop an integrated approach to learning, utilizing the non-academic resources of the institution effectively in the learning process. Taken together, the formal and informal learning environments of the University ought to be serving the student by

ensuring for him not academic development only, but an opportunity to develop in ways that reach well beyond the strictly academic.

There will inevitably be some distinction between those students who live on campus and those who do not. The experience of on-campus living is not what all students need or want, and many who live off-campus are simply exercising a particular kind of independence and self-reliance. On the other hand, the participation of off-campus residents in non-academic activities on the campus is likely to be somewhat limited, and for some of these the overall effects on their education will be detrimental rather than beneficial. The University should seek ways of giving off-campus students the fullest possible opportunity of engaging in non-academic life on the campus.

The Committee on Teaching and Learning should continue to explore new ways of utilizing the University community's resources for learning, and Colleges should be urged to make greater use of the Committee. French House, a residence area in which fifty students live daily in a setting that involves French language and many aspects of French culture, is an imaginative device. Other uses of the residence system as a living-learning environment should be carefully exploited. The use of the seminar approach to learning, and involvement of the best teachers in freshman and service courses and programming, should be increased. To encourage students to achieve a desirable perspective, there should be increased opportunities for undergraduates to choose elective programs from varied disciplines so that they can find out how those in other disciplines think and establish their values. Faculty should join in interdisciplinary teaching. Senior undergraduate students should be involved in individual research projects in concert with interested members of faculty from any college. The special emphasis of the graduate research programs of the University will provide interested undergraduates with rich opportunities in particular subjects.

It is not our intention here to give a list of courses or projects which should be in the undergraduate curriculum. There may be some advantage, however, in providing one or two examples to show our thinking more clearly. One could be to have available to all final semester students, on an optional basis, a course called "Twentieth Century" which would concentrate on issues of the sort that will confront students leaving the institution. The focus of this course could be on events and values which are shaping our political, economic, social and personal futures. Curricular designs for it could include a living-learning house, reading and research, seminars, deliberate and purposeful travel, community work projects, etc. This course could carry university credit in all colleges.

Another proposal which might gain some acceptability by both students and faculty would be "special freshman seminars." These could be offered by interested faculty, to involve a group of no more than ten freshmen per faculty member, in an exploration of the faculty member's area of specialization. This could provide a tremendously enriching and exciting educational experience for all concerned.

Undergraduates will be able to build, from a rich base of subjects and experience, programs directed towards their immediate goals. Particular goals may include a profession, a job, a wider life experience, or further steps in the formal educational process towards Graduate Studies. Some students will need to be provided with more intensive counselling, particularly in the first year, to enable them to use creatively the diverse academic and non-academic opportunities for learning offered by the University.

Another new and beneficial dimension will be added by the mature students, of whom there will be an increasing number, who are stimulated to take advantage of what the University has to offer, on either a full or part-time basis. Any teacher at the University of Guelph who has mature students in his classes

would like to have more because they add a healthy leaven, challenging younger students and adding a measure of experience in life to classroom work and University activities which the younger student has not likely had. Although it is quite possible that in the future a majority of students will continue to be of the same age group one finds today, it seems virtually inevitable that there will be sufficiently large groups of students of all later age groups to alter significantly the whole nature and atmosphere of the University community. It will cease to be an institution for the education of a particular age group and become progressively an institution which includes a broad cross-section of the community.

Another important consideration is the involvement of students in the decision-making processes of the institution. The present trend of providing opportunities to participate should be continued, so that students may be involved in decisions that affect their lives on this campus. Greater stress should be placed on their involvement in curricular planning at the departmental and course level. The important process of developing a system of values by which one makes discriminating decisions as to what should be learned and how it should be learned can be an enriching educational exercise.

This open approach to undergraduate education, providing for an individualized educational experience that increases choices and yet emphasizes excellence in the pursuit of academic qualification and professional competence, should encourage the development of educated men and women: knowledgeable, imaginative, lucid, and morally courageous. A truly successful undergraduate education will equip its graduates to bring these qualities to bear on every area of life.



## GRADUATE STUDIES

*The graduate program will continue to stress areas in which excellence has already been demonstrated in consonance with the major emphases of the University. New fields will be entered only where significant needs are perceived that the University is well qualified to meet.*

A university whose graduate students comprise not more than ten per cent of the student body may fairly be described as primarily an undergraduate university. Still, it does not follow that graduate studies may be regarded as an unnecessary or unimportant appendage to the programs of undergraduate studies. On the contrary: it is expected that at the University of Guelph substantial emphasis will be placed upon appropriate programs of graduate studies.

In Ontario since 1935 undergraduate enrolment has increased ten-fold, while that of full-time graduate students has grown twenty-fold. Much of this extraordinarily rapid growth reflected the need, perceived by the universities, to provide qualified faculty to teach the growing number of undergraduates. This need was generously supported by the Province through its Ontario Graduate Fellowship program. In addition, the government services, industry, and a variety of other demands required personnel qualified by advanced degrees. The universities were able to satisfy these needs, and in doing so have made significant contributions to the advancement of knowledge, and to the general quality of instruction at all levels. The period of rapid growth having ended, the universities now must more closely coordinate their efforts to avoid excessive duplication of programs, and to ensure the development of new programs that meet provincial and national needs.

The University of Guelph will continue to develop masters' programs in the central disciplines, and to restrict doctoral programs

largely to subjects of our special strength. In our graduate programs in the agricultural and veterinary sciences, for example, our strengths have long been recognized, not only in Canada but internationally; through them the University of Guelph ministers to needs well beyond the provincial borders. One of our most recently authorized doctoral programs, the joint Ph.D. in philosophy offered in full integration with McMaster, is of particular interest because of its new approach to advanced studies.

The University of Guelph's decision to build its graduate work in areas of knowledge in which we have high proficiency reflects our concern about certain kinds of problems confronting society. No university can aspire to equal proficiency in all areas. All problems these days, however, are complex and require attack from many sides — a coordinated attack. The concerns of our traditional areas, then, appropriately form a major emphasis in our University program; but these concerns cannot stand alone. The solutions to the problems depend upon co-operation in areas which we must likewise develop appropriately in our pursuit of a vigorous program of graduate studies and associated research. This observation applies with special force to the social sciences.

Bearing in mind the growth of graduate studies in Ontario to date, it would be unrealistic to develop additional graduate programs without reference to the total provincial picture. Obviously this will have its greatest implications for the humanities, the social sciences, and the physical sciences, which are already well served at other universities. Some programs must be developed in these areas because of obvious relationships to, and the needs of, the other programs at Guelph which are within its special expertise. The lack of such a relationship, however, need not necessarily preclude the development of programs which could make distinctive contributions within the disciplines concerned.

Many factors affect quality. One of these

is the number of students; they may be too few or too many. Too few students may make impossible the interactions among students which are important, whether in formal classes or in informal discussions. Too many students may make it impossible for any student to have the association with his professors which he had expected and needs. The optimum number varies from one discipline to another. A second factor is the library resources essential to a high quality program, at whatever graduate level. Even bearing in mind the provincial plans for making the most effective use of the total library resources, there still must be available locally a strong supporting collection for every program. Both of these factors — student demand and library costs — may affect quality to the point where it would be undesirable to continue a given program.

A third factor affecting quality is curriculum. The narrow specialization which increasing knowledge has encouraged, especially in doctoral programs, has taken place at the expense of broader competence. It is therefore important to provide for the introduction of greater breadth into the curriculum. Some students will continue to seek extreme specialization because they look forward to careers for which this is a preferred preparation; other students have wider vistas — their needs, too, must be met. Furthermore, in an age when the vast increase of knowledge has encouraged narrow specialization, society desperately needs men with a comprehensive overview who can fit the bits and pieces into a constructive whole. It may be preferable not to develop a graduate program in a discipline, rather than to have one that deals with only a narrow and highly specialized segment of the subject.

Among other factors influencing quality are the quality of faculty involved and the quality of students admitted. High quality programs attract high quality students. The Senate must ensure that Departmental aspirations not confuse quantity with quality.

A lively graduate program, consistent with the major emphases of the University, can have a stimulating effect on the undergraduate program. In itself that fact may be taken as some justification for pursuit of graduate studies even where the emphasis is less apparent, but in all cases it will also be necessary to demonstrate to province-wide academic bodies that our programs, especially in those disciplines which we obviously have in common with other universities, are by no means mere duplicates of others. Even at the master's level we shall be well advised to develop distinctive programs, modifying the traditional in the light of the significant changes that have occurred generally in undergraduate curricula. It should be easier to justify master's programs than doctoral programs.

Provision must be made for part-time programs that are not merely part-time equivalents of normal full-time programs. In short, it will be necessary to explore the possibilities of new ways and approaches. At all graduate levels continuous review must be maintained, which may lead to the deliberate pruning by which we shall maintain here the strong and vigorous growth that typifies health and vitality.

## RESEARCH

*We encourage both individual and group research, which includes all forms of scholarship and creative activity. Recognizing that inquiry is good in itself, we also expect it to enrich the teaching programs and to make positive contributions to society. We are aware that we have a special responsibility in the life sciences.*

Up to this point we have been dealing mainly with the dissemination of knowledge, this being one of the prime functions of a university, as it is of other educational institutions. The function that distinguishes universities from other teaching institutions is the search for new knowledge, the conscious effort to add directly to the store of knowledge, or to alter the ways in which we see, appraise, or apply what is already known. The word commonly used for that effort is research, and in using it here we intend the word to be applied to that effort in every field of study — the physical sciences, the life sciences, the social sciences, the humanities. It is our view that the functions of teaching and research cannot be dissociated in the university, that a professor must be involved in some form of research if he is to be a fully effective member of the university.

The University of Guelph must provide as suitable an environment as possible for both fundamental and mission-oriented research. The special contribution made by the individual researcher to the advancement of knowledge is crucial; and at the same time it is important that some faculty integrate their research efforts to handle some of the increasingly complex problems which face society. Inter-disciplinary approaches to research should be welcomed at the University because they can bring researchers together from various administrative units for the benefit of the University and society as a whole. The

University provides a suitable and felicitous environment for the talented individual researcher, and it is a particularly appropriate place in which to carry out research projects which require the expertise of a few specialists and a limited number of students and assistants.

The University of Guelph is distinguished by the breadth and strength of its work in the life sciences. It is obvious that the University must build on these resources to explore the place and role of man in his environment. Naturally enough the entire University community cannot and perhaps should not share to an equal degree in the pursuit of this particular goal, but we urge a continued emphasis in this general area. Whatever the particular personal interests of any individual may be, no one can escape the fact that he is an integral part of the total environment, and if he ignores the fact, he in some measure endangers us all. For us, environment begins right where we are.

It is important that the University continue to be responsible for a major research effort into the problems faced by people living in non-metropolitan areas. Equally important for the future should be a realization that techniques and information used in solving the problems faced by the rural community can sometimes be applied with success to problems of urban areas.

The Research Advisory Board should continuously review the University research program to help it meet its general aims and objectives. Keeping in mind the value of research, whether individual or group, for teaching, the Boards of Study should encourage significant individual and inter-disciplinary research, and assist in making suitable resources available for research. At the same time faculty should be encouraged to cross boundaries — of discipline, department, and college — so as to join others in tackling problems facing society. This will require a commitment on the part of the faculty to the broad aims and objectives of the University and its responsibilities to society.



## EDUCATION THROUGHOUT LIFE

*It is increasingly apparent that education in the future will be a pursuit for a lifetime. The University of Guelph will explore how it can accommodate its program to include the educational needs and aspirations of all age groups.*

In a dynamic and troubled world in which all aspects of life are increasingly interdependent, North American adults sense a growing and continuing need to understand the complex social, economic, political and technological forces that affect their lives. Many people need periodically to acquire added skills and knowledge for new occupational and professional requirements, and even for new occupations which have not yet been invented. Many need to find ways of living constructively and joyously in a society in which the use of increasing leisure time and earlier retirement will be a major problem.

The question is, what role should be played by universities in these emerging areas of education throughout life? The answer is still unclear and undefined, but is certain to be important for the university and the community. Although technical institutions will likely be best suited for the re-education demanded by many occupational changes, universities probably must be involved in dissemination of new knowledge to the professions.

The University of Guelph can help to educate people throughout life in the context of its decision to direct its teaching, research and community involvement primarily towards areas in which it has special competence and experience. Almost any part of the curriculum might serve this same function in a range of jobs and occupations which can only be perceived in general outlines at present. It can be anticipated that government, business, industry, professional groups and educational institutions would find it to their advantage to

incorporate periods of educational leave into job and vocational requirements. The University can also provide educational assistance to these same groups and individuals in helping them to adapt their technical expertise to broader and more general community problems in which they are, will be, or should be, involved.

The more imaginative, comprehensive, and challenging role for the university appears to be in helping people whose working hours are diminishing, or who will be retiring at a younger age than has been common in the past, to find interests and avocations which will add joy and fulfillment to their lives. The bleakness of life now experienced by too many retired people and others with leisure is a warning of a much larger and rapidly approaching need. In brief, participation in educational opportunities in the future will not end with the acquisition of that degree which for almost all the recipients was the beginning of a busy life that allowed little or no time for anything apart from professional and occupational activities. It will be a life-time process, and much of the privilege of providing this education will fall, as it should, on the university. Many people will continue to learn and grow when they have access to the intellectual and cultural resources which uniquely a university can offer.

The major responsibility within the University for seeking out, encouraging, and coordinating developments along these lines should be in the Office of Continuing Education, in order to assist every part of the University to participate in accordance with its abilities. Adding a new dimension to the University, existing and new programs must now be made more experimental, reaching beyond Guelph and looking to many years ahead during which continuing education is built into the whole objective and structure of the University.

Programs designed to serve the need and desire for education throughout life will lead to closer integration with the broader com-

munity constituency of the University, and cooperation with community agencies which are providing opportunities for learning experiences that they are in a better position to offer. This is a desirable objective and must be strongly encouraged. Nonetheless, the University must not lose its unique qualities as a community of scholars and teachers that have given it a special place in our society. Were this to happen, something vital in Western culture which nothing else could adequately replace would have vanished.

## THE INTERNATIONAL DIMENSION

*The University of Guelph will continue to include and expand in all its activities such international dimension as may be feasible.*

The wide range of courses with Canadian content and the scholarly activities of faculty members attest to the fact that the University of Guelph is deeply involved in the national society of which it is a member. Care must be exercised lest this proper focus become unduly parochial.

The University has, therefore, repeatedly affirmed its intention of making such contributions toward the welfare of other peoples, and to international peace and understanding, as its capabilities might permit. This affirmation has come from the realization that in our interdependent world what happens anywhere is eventually reflected everywhere. We who have been more fortunate materially than most have an obligation to help others in such ways as they may desire when we believe we can do so constructively. It is implicit in this purpose that every segment of the University should contain in its activities such international content as may be appropriate for its overall objectives.

The Center for International Programs at the University of Guelph is the focal point of our international commitment, stimulating and coordinating University activities with an international dimension. Participation in technical assistance programs is of particular importance to this University. Our competence in professional disciplines which are of primary interest to countries in the economically developing world has long been demonstrated. This experience is presently being applied to the University's activities in Ghana and tropical Latin America in particular, and also in other countries in Africa and Asia. Having the largest faculties in these disciplines in Canada, the University should continue to make a substantial contribution to Canadian international programs.

If there is any one lesson to be learned from past experience in technical assistance programs it is that they succeed only when developed within the context of the culture and needs of the recipients. Adaptation to that context is the primary responsibility of the social sciences and humanities, which must play a vital role in identifying the ways and means in which technical assistance can be harmonized with indigenous values and ways of doing things, lest this help in the end be only destructive. This is no less true in the international field than we have found it to be in the resolution of our domestic problems.

Visiting scholars and students from abroad on the Guelph campus also contribute a human and personal element to the international component of our work and introduce an awareness of the international scene to many who will have no direct involvement with technical assistance programs. The attitudes that Guelph people gain and the impressions they give to visitors who return home may, in the long run, be more important in international understanding than technical programs themselves.

The international enrichment of our own campus life must, however, go far beyond what we receive from our foreign guests and the experience of our members who have been involved in technical assistance. A pervasive international content in the curriculum can be achieved only when faculty members make a conscious effort to include it wherever appropriate in our instruction. This really is not something which can be decreed; it happens naturally only as faculty members genuinely believe that all knowledge is universal and that all men and all cultures have something important to say to everyone. If teachers can help their students to find this out for themselves, they will also have helped them to find the common humanity in all men, as well as the stimulating and rewarding diversity in human cultures and experience.

The fact that almost one sixth of our faculty members now are actively engaged in

technical assistance programs, teaching, or research involving interests outside Canada, and financed largely by federal government and international agencies, in itself indicates the breadth of interest we seek in our educational role, the extent of contributions we can make, and our awareness of how much we can learn from others.



## THE SIZE OF THE UNIVERSITY

*Despite the conventional assumption about size and growth, quality cannot be equated with quantity. Undergraduate enrolment is likely to level off or decline as many students find that a university experience is not what they need or want for self-development.*

Only in recent times have many voices been raised to question what most people consider to be one of the basic assumptions of modern society, namely, that growth is good in itself. Growth has usually been thought of in economic terms, but the concept of endless growth has unconsciously spilled over into other areas of life. Bigger is better. Assumably then, biggest is best.

It would be inaccurate to say that universities warmly welcomed open-ended growth when they were asked to expand enormously to accommodate the avalanche of students; on the other hand, they have been unwilling or unable to direct their growth firmly or in many cases foresee the eventual consequences of uncontrolled individual institutional expansion. Generally the response to the challenge posed by the legitimately increasing demand for education has been the addition of new institutions and the shapeless expansion of old and new ones. And yet it must be implicit in everything said thus far about our aims and objectives that growth without control and recognized need can only dilute or even make impossible the educational excellence for which we would strive.

Granting that Mark Hopkins sitting on one end of a log and a student on the other may be an ideal teacher-student relationship, this is not yet exactly practical. Looked at coldly in terms of results, unlimited growth is not practical either. Increasingly, and more importantly, students and faculty are suggesting it is not acceptable.

It is clear that many students and faculty are concerned that the University not reach a size where it becomes afflicted by the depersonalization problems found at educational conglomerates. Our medical and psychological services personnel share the same concern about the consequences of undue growth. It is hardly accidental that serious student disruptions have usually occurred at the larger universities. The only way to avoid depersonalization in a large institution is in effect to have it composed of a cluster of small units as, for example, occurred at Oxford and Cambridge. This is hardly possible for us if we are to achieve the objective of a coordinated purpose and operation. Even with our present enrolment of about 8,000 full-time students, we need to find ways of identifying students with reasonably small groups.

Student views on desirable size are vague, except for a wish to retain the possibility of individual identity. Some would even like to see the enrolment remain where it is. There is the further question of how size affects purpose. Beyond a certain figure, size can hardly avoid diluting purpose or spreading the pursuit of it among so many people that it loses effectiveness. In our own circumstances, the best estimates say that almost all increased enrolment beyond the present one will be in the Arts and Social Sciences. In what ways a very great change in the relative sizes of colleges might affect the University as a whole, one cannot tell. It appears, however, that if all parts of the University are to participate in common purposes and objectives, a reasonable balance in size among the various parts should be maintained, so that no one dominates and none is reduced to insignificance or rendered incapable of making appropriate contributions. If present enrolment trends continue, we would have approximately 10,000 students by 1977 and the current balance would not have altered significantly. Growth beyond that figure

could introduce undesirable imbalances.

Faculty views have produced some rather specific figures. The original written questionnaire for this study asked each department to estimate optimum numbers of faculty for most effective operation. These figures, when applied to current student-faculty ratios, suggest a student enrolment in the 10-12,000 range. Subsequent informal conversations with individual department chairmen elicited a rather general uneasiness from several of them that their estimates of faculty size may have been somewhat too large for really workable management. Inevitably faculty reactions are somewhat ambivalent. Too large a department becomes impersonal. Too small a one cannot offer a well-rounded disciplinary program. No one who cares about education would willingly increase the present student-faculty ratio.

As a very rough generalization, most of the older departments are now about the right size for effective operation, a well-rounded program, and responsive faculty-student relationships. Some of the newer ones are too small. Increasing them to an appropriate size would bring student enrolment into the range suggested by the combined estimates from chairmen. Obviously, no single formula can be rigidly applied to all departments.

There is another important consideration that relates to minimum size. A well-rounded operation requires adequate and balanced physical facilities. We do not yet have them; and to have the capital formula entitlement for them, we must have a minimum enrolment of about 10,000. Furthermore, we have an implied commitment, as recently as our last brief in October 1971 to the Government, to an enrolment of some 10,000 with corresponding physical facilities.

For several reasons it would be better to recommend a range of full-time enrolment rather than a categorical figure. Disciplinary fads come and go unpredictably. For an

unpredictable period of time graduate enrolments are going to be smaller than previously anticipated. Undergraduate enrolment is presently tending to level off; and there is no way of forecasting whether this is permanent, a passing phenomenon, or simply that some high school graduates are only delaying their entry into university for a longer period of time. As suggested in an earlier chapter there is reason to think that increasing numbers of students will decide that the kind of liberal arts experience that a university offers is not what they need for their individual self-development. We believe many will be right in reaching this conclusion. Whatever the relative validity of these factors, the enrolment projections of a decade ago are in some measure unrealistic, and consequently the envisaged scale of expansion of the University needs corresponding revision.

Taking all factors into account, the 10-11,000 range appears to be the correct one for Guelph. There is no apparent reason for changing enrolment proportions within this range between colleges as they have thus far been projected.

The University should think and plan in these terms, being prepared to make such adjustments as changing conditions may counsel.

## RECOMMENDATIONS

The Committee on Academic Priorities recommends that the Senate approve the following aims and objectives derived from this present report.

- A. that in undergraduate programs the University continue and reinforce its emphasis on liberal education; (pp.6 - 8)
- B. that in graduate programs there will be a major, although not exclusive, emphasis on the life sciences and related areas, and that new programs will be undertaken by the University only when a significant need and specific competence can be demonstrated; (pp. 9 - 10)
- C. that research, which includes scholarship and creative activities, be encouraged both on an individual and a group basis, and that the University build upon its recognized competence in the life sciences, without in any sense precluding the fostering of excellence in other areas where competence also exists; (pp. 11)
- D. that imaginative and inventive programs for education throughout life be developed to satisfy community needs which are clearly emerging; (pp. 12 - 13)
- E. that, wherever it is feasible and appropriate to do so, an international component be built into every part of the University; (pp. 13 - 14)

Having regard for these general objectives, and bearing in mind the knowledge and expertise that were developed initially in connection with more particular concerns and can now be profitably put to use in grappling with more general problems\*, the Committee proposes specifically:

- i. that a standing committee of Senate be named, to include faculty members, students, alumni, and representatives of the Provost's office, to foster the integration of the academic and non-academic resources of the University in the learning process, through strengthening faculty-student relations outside the classroom, through special adaptations of the residence system such as French House, through more intensive counselling, and so on. This Committee should meet jointly at least once a year with the Committee on Teaching and Learning; (p. 7)
- ii. that Senate direct the board of Undergraduate Studies:
  - a. to study the need and potential for interdisciplinary instructional programs and propose mechanisms for developing them; (p. 7)
  - b. to study the feasibility of developing innovative courses and make appropriate recommendations to Senate; (p. 7)
- iii. that Senate direct Colleges and Departments to seek strong participation by senior faculty in freshman courses and programming, and to encourage the growth of the seminar approach to learning; (p. 8)
- iv. that Senate direct the Board of Graduate Studies:
  - a. to review carefully the graduate programs of the University in the light of the general objectives stated above and make appropriate recommendations; (pp. 9 - 10)
  - b. to seek ways of facilitating the development of interdisciplinary programs; (p. 10)

\* See page 5



- v. that Senate direct the Library Committee to review the policies of the Library in the light of the general objectives stated above;
- vi. that Senate direct the Research Advisory Board:
  - a. to seek ways of integrating research activities more closely with the teaching program of the University, in cooperation with the Boards of Undergraduate and Graduate Studies; (p. 11)
  - b. to seek ways of increasing interdisciplinary research; (p. 11)
- vii. that Senate direct all Colleges that have not in the past few years had full-scale reviews of their programs to do so now and report to the Committee on Academic Priorities;
- viii. that the Vice-President, Academic, be responsible for the coordination, implementation, and continuing review of the developments herein envisaged;
- ix. that the Committee on University Affairs and the Minister of Colleges and Universities be informed that it is the present intention of the University to limit eventual total enrolment to a range between 10,000 and 11,000. The University will consider further increase only if unforeseen circumstances require it; (pp. 15 - 16)
- x. that a review of the Aims and Objectives of the University and of progress in implementing them be undertaken at five-year intervals.

(B) SUPPLEMENTARY COMMENTS AND RECOMMENDATIONS





(B) SUPPLEMENTARY COMMENTS AND RECOMMENDATIONS

The University of Guelph offers the following comments and recommendations to the Committee on University Affairs as supplementary to the report on the Aims and Objectives of the University.

1. The Three-Semester System

In our submission to the C.U.A. in 1971 we spelled out at length our concern with the operation of the three-semester system and our strong sense of the need for appraising its effectiveness after six years of operation. We reviewed the history of our efforts to obtain a grant to enable us to carry out such an appraisal. At the meeting with C.U.A., the Chairman, Dr. Douglas Wright, expressed his concurrence with our view that the appraisal is urgently needed, and invited the University to apply again for an enabling grant. On December 9, 1971, President Winegard submitted a letter of application. It was acknowledged on December 22, 1971, the letter of acknowledgment giving assurance that the request would be placed formally before the Committee in January. No further response has been received.

Because of the importance of effecting an appraisal, the University determined to devote a portion of its limited resources to conducting one. Nevertheless, the need for assistance remains.

....



WE RECOMMEND THAT FUNDS BE MADE AVAILABLE TO ASSIST THE UNIVERSITY IN UNDERTAKING A THOROUGH APPRAISAL OF ITS THREE-SEMESTER SYSTEM AND REQUEST THAT THE C.U.A. USE ITS INFLUENCE IN THIS MATTER.

2. Entry to Spring Semester

One of the advantages of the three-semester system for the student is that he may enter the University on the opening date of any of the semesters. One of these dates is in early May, the beginning of the Spring semester, a date that offers the best possibility of acceleration to the student just completing high school. Unfortunately, although it is generally acknowledged that by May 1st the high school academic work for the year is virtually completed and the Grade 13 standings are clear, the Ministry of Education has refused to allow the granting of diplomas to students who would leave high school at that time in order to enter the University. For that reason, many students have felt they should remain in high school until the end of June, even though this meant a semester's delay in getting on with their education. The University has for some years been holding conversations with the Ministry of Education on this matter, and, although some progress seems recently to have been made, the situation has not yet been changed.

....





WE THEREFORE REQUEST THAT THE COMMITTEE ON UNIVERSITY AFFAIRS DRAW THE ATTENTION OF THE MINISTER OF COLLEGES AND UNIVERSITIES TO THE PROBLEM HERE DESCRIBED AND SEEK HIS ASSISTANCE IN ENABLING A QUALIFIED GRADE 13 STUDENT TO ENTER THE UNIVERSITY IN MAY WITHOUT LOSS OF HIS ENTITLEMENT TO HIS SECONDARY SCHOOL HONOUR GRADUATION DIPLOMA.

### 3. Capital Support

#### (a) Interim Capital Formula - Ontario Veterinary College

In our 1971 Brief to the Committee on University Affairs we indicated our intention of increasing the enrolment in the Ontario Veterinary College provided that the University had assurance of operating and capital support. Since then, the Minister of Colleges and Universities has given assurance regarding the operating grant. As a result, the freshman intake to Ontario Veterinary College this Fall was increased from 80 to 120.

Progress has also been made toward the establishment of an interim capital entitlement for the Ontario Veterinary College. A formula has been developed jointly with officials of the Ministry of Colleges and Universities. This formula has been reviewed by the Joint Capital Studies Committee and has received its support.

However, the Minister's approval has not yet been received and the continuing support of the Committee on University Affairs in the obtaining of this approval would be appreciated.





WE THEREFORE ASK THAT THE COMMITTEE ON UNIVERSITY AFFAIRS SEEK EARLY APPROVAL BY THE MINISTER OF COLLEGES AND UNIVERSITIES OF AN INTERIM CAPITAL FORMULA FOR THE ONTARIO VETERINARY COLLEGE.

(b) Interim Capital Formula - General

- (1) The report of the Task Force "Space and Utilization" of the Council of Ontario Universities has now been published.

WE RECOMMEND THAT THE COMMITTEE ON UNIVERSITY AFFAIRS URGE THE MINISTER OF COLLEGES AND UNIVERSITIES TO GIVE EARLY CONSIDERATION TO REPLACING THE SPACE ALLOWANCES OF THE PRESENT INTERIM CAPITAL FORMULA WITH THE RECOMMENDATIONS OF THE C.O.U. TASK FORCE.

- (2) WE AGAIN RECOMMEND THAT THE COST ALLOWANCE OF \$55 PER NET ASSIGNABLE SQUARE FOOT (WHICH WAS BASED ON 1968 COSTS) BE REVISED UPWARDS.

4. Operating Support

The increase in value of the basic income unit this year is 2%. The increase announced for fiscal year 1973/74 is 3.4%. We welcome this higher increase in the value of the basic income unit. However, this is still below the annual rate of increase in the cost of living in recent years and anticipated for 1973/74. This continuing differential has the ultimate effect of lowering the quality of university education and in particular, increasing the student/faculty ratio.



## 5. Continuing Education

In our 1971 submission, we expressed our strong concern over the recognized public need for much wider opportunities in Continuing Education, and our equally strong desire to assist in meeting that need.

During the past year we have increased our efforts to develop programs in this area, and it is clear that the need is greater than ever. So, unfortunately, are the costs; further expansion, despite the known demand, is increasingly difficult.

WE THEREFORE RECOMMEND THAT THE COMMITTEE ON UNIVERSITY AFFAIRS CONSIDER THE DESIRABILITY OF GREATLY INCREASING THE SCOPE OF CONTINUING EDUCATION PROGRAMS THROUGHOUT ONTARIO, AND OF REQUESTING THAT FUNDS BE MADE AVAILABLE TO UNIVERSITIES FOR SUPPORT OF SUCH PROGRAMS.

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